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ABSTRACT

Pursuant to a mandate and funding from the Ontario Ministry of Education, the Board of Education for the City of London, Ontario developed the London Project in which they implemented the philosophy of "invitational education" (Purkey and Novak, 1984) to address the problem of secondary school students dropping out before graduation. Invitational education is predicated on the idea that every student is able, valuable, and responsible, and that students' self-worth depends upon their consistently being treated with dignity and respect. Accordingly, the main goal of the London Project was to assist the members of each school community in constructing an Inviting Education program. Four secondary schools were identified to be involved in implementing the program, and members of the Invitational Education team met with teachers, staff, and students from the four schools to help teachers identify ways to invite all of their students into the education practice. Each school established a liaison committee to work with the members of the team. This paper presents an extended description of the project and detailed findings and recommendations, including recommendations for policies, people, places, and the program. The survey instrument is appended. (TE)

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The London Project: The Implementation of Invitational Strategies At the Secondary School Level

by

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Introduction

The Board of Education for the City of London responded to a provincial call to reduce the number of drop-outs in their schools by initiating a number of in-school projects. Four secondary schools were identified to be involved in the "Inviting School Success" program for implementation.

In February 1989, Dr. John Novak and the Invitational Education Team of John Kearns, Jim Kerr, Tom Busnarda and David Anderson held a workshop for the teachers of the four schools in London, Ontario, thus beginning the retention project for each school.

Members of the Invitational Education (IE) team met with teachers, staff and students from the four schools. The purpose was to help teachers identify ways to invite all of their students into the education process.

Each school established a liaison committee to meet and work with the members of the IE team. Initial meetings and information sessions were held in order to review the programs and activities each school was involved in. Concerns from teachers, staff and students were expressed

through interviews and the Invitational School Inventory questionnaire.

Statement of the Problem

The rate at which students are leaving the secondary schools of Ontario prior to graduation is a major concern to educators and the community alike. Currently, approximately one out of three students who enter grade nine do not complete the necessary requirements to graduate in their chosen program of study. The implications of this fact to the students personally, and to the Canadian economy in the long run are indeed grave.

The Province of Ontario passed legislation in the form of Bill 82 which required that all school boards in the province provide programs and services to meet the needs of exceptional students by 1985. It is frequently but not exclusively, students with special educational needs who are in danger of dropping out of school. Students with special needs are found at all levels of education. Special students are often more alike than different from their peers. Unfortunately, it is the area of specialty that often becomes the focus of concentration during the student's life within the school.

The student often develops a poor self-image which can compound the initial learning difficulty. When a label is attached to the student's exceptionality, often it is the label that is dealt with and not the whole child. The student's strengths in this type of situation can be easily overlooked.

In addition to this legislation, in 1988 the provincially funded Radwanski Report was released which addressed the dropout issue. Partially in response to this report, the Ministry of Education for the province of Ontario made available to all school boards funding which was intended to support innovative approaches at retaining more students until graduation at the secondary school level.

The Board of Education for the City of London, Ontario chose, among others strategies, to implement the ideas on 'Invitational Education' based on the philosophy of invitational schools advanced by Purkey and Novak (1984).

Theoretical Rational for the Project

One of the major goals of the province of Ontario is to develop within each student a feeling of self-worth (1989).

The self-worth of individuals is affected by internal and external influences. Internally it is fostered by realistic self-appraisal, confidence and conviction in the pursuit of personal accomplishments, self-discipline and the satisfaction of achievement. Externally, self-worth is reinforced by encouragement, respect and supportive evaluation.

As a theoretical foundation for the London Schools Retention Project, the philosophy of Invitational Education (Purkey and Novak, 1984) is consistent with these goals. Invitational education makes five principles:

a) people are able, valuable, and responsible and should be treated accordingly;

b) education should be a collaborative and cooperative activity;

c) people possess untapped potential in all areas of human endeavor; and

d) process is as important as product and is actually the product in the making.

e) human potential can best be realized by places, policies, processes and programmes. This can be accomplished through environments that are specifically designed to invite development, and by people who are

intentionally inviting with themselves and others, both personally and professionally.

The practice of being inviting in and educational context is based on these four assumptions. In the implementation of the assumptions is an inherent understanding of the interpersonal, interpersonal and institutional messages being sent. These can be intended/not intended, extended/not extended, received/not received, acted upon/not acted upon. Invitational education then, is the means of communicating to others and to ourselves at various levels that our latent capabilities have a forum for careful nurturing and development.

Invitational education offers great promise in having a beneficial influence on such educational concerns as daily attendance, tardiness, failure rates, retention, drug abuse, drop out figures, classroom discipline and academic apathy.

Self-Concept Theory

Invitational philosophy of education is based on the research conducted self-concept. Among other things, what is becoming clear about the self are the following:

a) the self strives for stability by seeking orderliness and harmony;

b) the self functions to maintain, project and enhance itself;

c) the self seeks consistency by assimilating or rejecting perception that do or do not fit preconceptions;

d) the self allows change when desire is high and risk is low;

e) the self learns and develops as a result of inviting and disinviting experiences; and

f) the self constructs and reconstructs experiences throughout life, layer by layer, experience by experience.

A positive self-concept is a memory of an abundance of inviting acts which have been accepted, extended and successfully acted upon.

Stability of the Self

Snyag and Combs (1959) and Tuttle (1987) have suggested that individuals seek to maintain and to enhance their perceived self. They imply that the self is open and receptive to change that is in a positive direction but resists change if it is going to mean a lower self evaluation. Both Jersild (1952) and Tuttle (1987) wrote

that the question of whether to reject or assimilate an experience may depend in part on the frequency of the experience or one similar to it, and on the degree of importance that an individual places on the experience.

Many authors (Cohen, 1958: Brownfain, 1952: Coopersmith, 1967) have written that people with low self-esteem are more likely to have unstable self-concepts, and consequently more susceptible to change and to be dominated by situations. This theory lends support to the interventionist approach used in this study. If students who have low self-esteem have unstable self-concepts, there is an implication that a more positive self can be developed.

Self-Worth Theory

Covington (1976: 1984) wrote that for children, effort is the supreme virtue. Harari and Covington (1981) contended that work-ethic values reinforced by parents and teachers are essentially the strongest determinants of worth for children. Their research indicated that effort for children takes on the same valuation that adults accord to ability. For children, there is a psychological equivalence

between ability, effort and achievement. This seems to occur for two reasons.

First, kindergarten and preschool children believe that children who try hard are smarter than those who don't try hard (Nicholls, 1976; Stipek, 1981; Harari and Covington, 1981). In these studies young children perceived effort and ability as synonymous. Second, Dweck (1983) referred to what he called the "incremental" theory of intelligence. Dweck wrote that children believe that an increase in effort causes an increase in ability. He wrote that young children believed ability to be expandable through experience and instruction. Therefore, ability is seen by children as controllable in a similar manner as effort, hence "incremental".

From these studies, it appears that children attribute a greater role to effort as a source of personal worth than do adults. Nicholls (1976) stated that low ability people appear to hold value for effort to a later age than do high ability people.

The implication for attempting to enhance the self-esteem of children is that low ability people are frequently also low self-esteem people. In attempting to improve students feeling of self-worth, it would seem

important for teachers to recognize both effort and accomplishment in their students. Through this action, teachers could attempt to enhance the feelings of self-worth for those students who do not feel worthy by virtue of their seeming inability to attain high levels of academic achievement. The philosophy proposed in Invitational Education states that everyone is able, valuable and responsible. This is consistent with the current research findings reported here. The invitational program that was the basis for this project was appropriate to meet the goals of retaining students in secondary schools if increasing the student's self-concept would be instrumental in a causal way.

Purpose of the Project

This project was designed and implemented to address the problem of secondary school students leaving school before graduation. The philosophy of invitational education (Purkey and Novak, 1984) was used as the framework from which recommendations to the schools were made.

From the beginning, the major goals of the project were:

-to assist the members of each school community in the construction of an Inviting Education Program:

-to assist the members of each school community in the identification of intentionally inviting and disinviting approaches: and

-to provide program options that invite all school members to participate and succeed in the school environment.

Description of the Project

The Canadian Centre for Invitational Education is housed at Brock University, St. Catharines, Ontario. It is a network of professional educators and helpers seeking to explore, research and apply the concepts of invitational theory.

The activities of the centre have included newsletters, seminars, research and professional development.

It is within the context of professional development that the project with the Board of Education for the City of London began in February, 1989.

In November, 1988, Dr. John Novak was contacted by a superintendent of education from the London Board and asked to provide assistance in implementing the invitational in four secondary schools within that board. A meeting was held at Brock University at which superintendents, principals and key teachers from each of the four schools were in attendance. The purpose of this initial meeting was:

a) to introduce the key personnel in each school to the proposed project following invitational principles: and

b) to give the schools a starting point from which they could introduce the project to their respective teachers.

As a result of this meeting, it was agreed that the following steps would be taken to initiate the project:

a) every staff member would receive a copy of "Education: By Invitation Only" (December, 1988).

b) each principal would prepare a "school profile" and send it to IE team (December, 1988)

c) each staff member would receive a copy of "Inviting School Success" (January, 1989)

d) Dr. John Novak would address the staffs of all four secondary schools in one assembly to acquaint teachers with invitational philosophy and motivate to implement the philosophy in their teaching (February, 1989)

e) IE consulting teams would begin their visits to the schools following Dr. Novak's address (February, 1989)

f) that the principal and teachers at each school would decide on the next steps that would best suit that particular school and report back to the IE teams (February, 1989).

In February, 1989, the project began as planned. A keynote presentation by Dr. John Novak to the staff of all

four schools was the formal beginning. This was followed by visitations to the schools by the consulting teams.

Members of the Invitational Education team met with teachers, staff and students from the four schools. The purpose was to help teachers identify ways to invite all of their students into the education process. During the visitations, the consulting teams were engaged in the following activities:

a) touring the schools to observe both inviting and disinviting situations and practices within each building;

b) become visible to staff and students, and have an opportunity both formally and informally to discuss the opportunities to create a more inviting school; and

c) to have the Invitational School Inventory questionnaire completed within each school (see Appendix 1).

Working through the Retention Committee in each school (principal, vice-principals, guidance staff and other interested teachers) the observations and recommendations of the IE team were presented. A review of the four focal points of invitational education (policies, people, places and programs) were conducted using the 4 x 4 Inviting Strategy worksheet (See Appendix 2). The 4 x 4 helps to identify what the current needs of the school are by

recognizing what is currently working, not working and what needs to be included in each of the four areas mentioned above. The 4 x 4 was administered to most of the teaching staff and a representative group of students.

The results were later discussed and presented to the Retention Committee for their information. The perceptions of the staff and the students were discussed and examined. In some cases, wide discrepancies were noted and discussion focused on means to reduce this gap.

Following this cyclic approach, members of the IE team have made monthly visits to their representative schools, met with the members of the Retention Committee and made further recommendations.

The Retention project has met with a number of successes and some frustrations in the implementation phase. These observations will be discussed in the Recommendations section.

Findings of the Project and Recommendations

General

Findings (F) 1. The day to day life in a secondary school is hectic for all involved. It is very easy for teachers to return to doing things the way they always have unless the Invitational approach is continually being brought to the fore.

Recommendation (R) 1. In addition to the members of the Retention Committee having the role of communicating with the other members of the staff, this committee needs to be a source of high energy that continually keeps the Inviting Project in the spotlight through regular and frequent suggestions, regular commentary at staff meetings, special inviting days, etc. Further, in order to help maintain a high level of energy, this group needs to feel that they are 'special', and to have a personal commitment to the project that goes beyond the ordinary membership to an assigned committee. They must believe and act as if they can make a difference.

F2. This project has had as its focus the 'at-risk' students in the secondary school. While it is a great concern that students be invited in a variety of ways to

continue their education. It must be noted that as a result of the discussions that were held with students and staff, it is felt that the problem of students dropping out of school begins much sooner than the secondary school level. The analogy of giving the vaccine once the disease was discovered was used by one staff member to comment on the attempt to prevent students from dropping out at this stage of their educational careers. Legally most students must wait until their high school years before they can officially leave school. While their physical absence may not be noted until this time, cognitively and emotionally many students have left education in advance of the high school experience.

R2. A long term project at implementing inviting strategies should begin in all the elementary schools feeding into a secondary school. Changing student attitude toward school is a process that is developmental and incremental in its impact. The most significant impact on retention can be achieved through a systematic approach that aims to implement the inviting philosophy with regard to the people, places, policies and programs within the micro-system.

F3. Having a staff that is warm and friendly is a start to creating an inviting school, but one must ask if the needs of the students are being met. The manner in which traditionally have been run may not be in the best interests of all students, especially those who are considered 'at-risk'.

R3. Invitational education goes beyond human relations. Students need input into the process. How students learn and the formulated attitudes about one's self and about education are as important as the content. Some teachers tend to hide Ministry and school board guidelines and say that they must 'cover the curriculum'. Good teachers will find alternatives to content and teaching style to accommodate the students interests and learning styles and needs. Curriculum in invitational education is to be seen as a means, not an end in itself. The process is the product in the making.

F4. Within every school, teachers were found who were considered to be 'outstanding' by both their peers and the student body. The students identified them as having classes in which they were actively involved: teachers were 'dynamic': students individually were successful: students found something to laugh about in those classes: students

were able to accomplishment assigned tasks and challenges; and the material was developmentally appropriate for the level at which the individual student was functioning.

R4. Establish a peer tutoring program whereby groups of teachers would work with one another to improve the quality of teaching so that more inviting practices could be developed and implemented.

F5. In many schools, similar initiatives have been suggested for a variety of reasons. Staff often view these programs skeptically when 'an outsider comes in'.

R5. Something concrete and visible needs to be put in place quickly to help to ensure that administration supports the project both morally and financially. When staff can see that something is being done, that it is beneficial to themselves and the students and that it will be taken seriously by administration, skepticism can begin to be put to rest.

Policies

F1. It was found that the length of class period was 76 minutes. The reason for the period length being set at this number deals with financial reimbursement from the Ministry

of Education and an efficient means to accommodate the semester schedule in place in the London schools. Both students and teachers said that 76 minutes was too long. Teachers noted that when dealing with 'Basic' level students, approximately two-thirds of the class was not being productively used due to poor attention span.

R1. It was observed that the teaching styles of many teachers was not appropriate to keep students involved for the length of class time available. The recommendation is, in the absence of being able to shorten the class time to a duration more acceptable to all, for teachers to modify their teaching strategy so as to be able to keep students actively involved in the learning process. Changing the focus of presentation throughout the class to include, for example, a combination of lecture, small group discussion, readings, debates, audio-visual presentations, guest presenters, etc. would provide the needed stimulation to prevent boredom and the resultant behavior problems.

F2. Both teachers and students commented on the number of interruptions that occur throughout a given day. Examples of interruptions were: uncontrolled use of the PA system on a school wide basis; students going to other rooms between classes; students arriving late for classes.

R3. It is recommended that administration work closely with students and staff to arrive at a workable solution that will address and solve this concern. Further, the PA system should be used only during scheduled times to deliver announcements that are necessary for all to be aware of.

F4. It was found that some students were prohibited from enrolling in certain classes because the class was considered to be full. In one case, it was found that a student was in this situation, even though the student required only this course to complete the prerequisites to graduate.

R4. Administration needs to review its policy in light of the needs of students and make every effort to accommodate. If a course of study proves to be in high demand, offering another section of the same course may be an alternative.

F5. The policy within many secondary schools is that when a student has been absent from class or is late for class, an admittance slip needs to be obtained from the office. The time that is often prescribed to do this is during class time. This has the effect, especially when the procedure is inefficiently handled, of being time consuming.

R5. An alternative policy needs to be adopted that will not force students to miss more of a class that they have already missed time in. Given that a major reason for dropping out of school is that students get behind in their studies, it seems important that students be in their classes as much as possible. Requiring that they miss more time in order to be admitted seems counterproductive.

People

F1. It was noted through interviews with both students and teachers that while there were many staff members who were highly regarded by their peers and students alike, there were some who were insensitive to the needs of students. These staff members were often cited by students as one of the reasons why some of their peers 'dropped out'. The personal interactions between staff and students is critical to a healthy school environment. The question has been asked..."What would our families be like if we treated each other in the manner that Mr. X treats his students?" Often students see themselves in 'educational factories' were individual concerns are unimportant.

R1. A means of communication between administration and students needs to be established by which open and frank concerns can be expressed in confidence. In such a forum, interpersonal problems between staff and students might be addressed. Some staff members may not be aware of the impact of their actions on students. The opportunity to address behavior that is disinviting could be provided.

F2. It was found that many staff were aware of some personal aspects of their students lives. However, when this was the case, it was often the students who were pleasant, outgoing and successful. Frequently the students who were identified as being 'at-risk' were not know to staff members in the same personal way.

R2. Develop an 'adopt-a-student' plan, where teachers and/or senior students can talk with the 'at-risk' students about topics that are of interest to that student. This could be general comments about sports, hobbies, etc. that are just mentioned in passing in the hall. The idea is to create an environment for the students where they feel comfortable in the knowledge that others at the school care about them, that they are not alone.

F3. In conversations with students, it became clear that 'at-risk' students viewed some teachers as adversaries.

R3. Traditionally, the language that we use to describe educative processes is the language of 'doing to'. We 'motivate', 'build', 'enhance', etc. This is the terminology of a 'doing to' relationship. When teachers are preoccupied with controlling students, a stressful situation is established that prohibits positive events from occurring.

The language of invitational theory on the other hand, is the language of 'doing with'. It is the language of support, of recognition that people are able and capable in their own right. What is required is that students are surrounded by people who share certain beliefs about them and are willing to share those beliefs through supportive people, places, policies and programs. This structure sends out an intentionally inviting message to students.

F4. Teachers seemed to be unaware of the messages that their body language was sending to students. Examples of this form of disinviting communication were: a teacher who did not look up from his marking when a student came to the desk to ask a question; sitting behind one's desk reading a newspaper when the class is in session; not offering a smile when talking to students.

F5. Teachers need to be trained to be sensitive to the non-vocalized messages that they send to others when they communicate. This could be achieved through workshops, peer tutoring and professional reading.

Places

F1. Within the schools that were visited were varying conditions of the physical plant. In some areas of the school, graffiti was evident, lockers were defaced and doors destroyed, bulletin boards were bare and doors were not on the stalls in the toilet areas. Within the same building, one could find beautiful plants in the hallways, brightly colored wall murals and proud display cases for school trophies.

R1. Throughout all areas of the school, pride needs to be displayed on behalf of the students and the staff. This can be accomplished with school wide campaigns, via the student's council, through media blitzes and with notes home to parents. Keeping the attention on the positive elements that a school is trying to enhance keeps everyone aware of the attempts that are being made. This will encourage all to 'join in', thereby creating a more inviting physical facility.

F2. The vocabulary used in signs around the school tells a great deal about the attitudes prevalent within the building. Signs such as 'Out of Bounds', 'Visitors Must Report to the Office', and areas that are closed to all traffic by heavy chains and padlocks on the doorways sends a message as well.

R2. The vocabulary used on signs around a building needs to reflect the vocabulary of cooperation versus one of authority speaking down to those people in its control. Signs which read 'Welcome to Maplewood School' or 'Thank you for Not Smoking' have a more inviting quality about them that encourages those who read them to join in the cooperative spirit in which they are intended.

F3. Most secondary school today offer a program in which students will have a spare period in which no classes are scheduled. What is expected of students when this time comes available to them? Where do they go?

R3. It is recommended that students have some acceptable alternatives for ways in which they can spend their spare period. Some suggestions are: an inviting atmosphere in the school library where they can work on individual projects and assignments: a study room where they can work and receive academic assistance throughout the day;

a 'lounge' area where students can go to talk with friends; and and outdoor area that can act as a conversation area for students when weather permits.

Program

F1. The role of the student's council is very important in a secondary school to give students a sense of belonging and personal involvement in the educative process beyond the classroom. It is through various sport, cultural and club programs that students are provided with the opportunity to personally grow. It is also in out-of-class situations where both students and teachers can meet each other in less formal contexts.

R1. Every opportunity to support the work of the student's council should be taken. Teacher's who communicate well with students and are seen to be 'allies' of students should be encouraged to work with this group. An active extracurricular school program is very inviting to many students. Students should be encouraged to participate in and support these activities. While traditionally many programs have been designed with student excellence in athletics and music in mind, more diverse and varied activities need to be included so that all students can be successful at some level.

F2. Many students find that if they miss a couple of classes over the course of a semester that they are hopelessly behind in their work. Teachers feel obliged to 'cover the content of the course' without regard for students who are experiencing difficulties. This has been referred to in the research literature as one of the main causes of students leaving school before graduation.

R2. Some courses lend themselves to modularization. There are students who would operate more successfully if they were given the opportunity to advance through courses by studying smaller sections of course material. By increasing the number of courses that could be studied in this manner, the chance that students would feel overwhelmed by course content would be reduced.

F3. Many students are advised at the elementary level to take academic courses when they enter secondary school. The reason given for this is that these courses provide more flexibility for the student to take other programs later in high school. While this advice seems sound on the surface, there are implications that are frequently detrimental to 'at-risk' students.

Faced with the challenge of academic course work, 'basic' level students may after a couple of years in high

school decide that what they are really interested in is technical training. When they begin their technical work, they find that they are grade 11 students enrolled in a grade 9 course of study. This is often an unacceptable situation for a student who is already questioning their place in school.

For students who choose to become engaged in the technical program directly from grade 9, they are faced with a difficult situation midway through their program as well. While technical students can earn credits for trades papers by taking senior level technical courses, in order to do this they must transfer to a specialized technical school. This implies that they relocate, leave their friends and familiar surroundings and invest money in transportation to the new facility. For some students who are already borderline, this may be the final blow.

R3. Students who may already be 'at-risk' when they enter high school need to be identified. Their programs of study need special supervision to encourage them and to accommodate their weak academic position through special council. Policies that make continuing a program of study more difficult for 'at-risk' students need to be carefully examined and modified where possible.

Conclusions

Developing truly inviting schools is not an easy task. The results are not always guaranteed and the factors that effect the projects success are varied. In an initial attempt to conduct consulting work based on Invitational Theory at the secondary school level, some general observations need to be made to ensure future success.

Staff and administrative commitment to the project are a must. The project needs to be the focal point of the school and continually, support for inviting suggestions and strategies within the four areas of people, places, policy and programs needs to be encouraged. The role of external consultants will primarily be to offer suggestions and to infuse new ideas and energy into the project. A staff needs to make it happen! The commitment of individuals cannot be devalued.

The author believes that inviting education can make a difference to the quality of education and to the end product. The effort is worthwhile!

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Appendix

THE INVITING SCHOOL CHECKLIST

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Please indicate your response to each of the following statements by placing a check in the column that best represents your opinion of your school.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Rules in this school are fairly administered.	[ ]	[ ]	[ ]	[ ]	[ ]
2. Teachers are unwilling to help students who have special problems.	[ ]	[ ]	[ ]	[ ]	[ ]
3. People in this school have ample time to go to the bathroom.	[ ]	[ ]	[ ]	[ ]	[ ]
4. Furniture is unpleasant and uncomfortable.	[ ]	[ ]	[ ]	[ ]	[ ]
5. Everyone is encouraged to participate in athletic programs.	[ ]	[ ]	[ ]	[ ]	[ ]
6. School policy provides for assistance for those students who need it.	[ ]	[ ]	[ ]	[ ]	[ ]
7. Students work cooperatively with one another.	[ ]	[ ]	[ ]	[ ]	[ ]
8. Teachers express appreciation for students' presence in their classes.	[ ]	[ ]	[ ]	[ ]	[ ]
9. Custodians take pride in keeping the school as clean as possible.	[ ]	[ ]	[ ]	[ ]	[ ]
10. Special efforts are made to recognize the cultural contributions of minority groups.	[ ]	[ ]	[ ]	[ ]	[ ]
11. The principal involves everyone in the decision-making process.	[ ]	[ ]	[ ]	[ ]	[ ]
12. Soap and towels are available in student restrooms.	[ ]	[ ]	[ ]	[ ]	[ ]

	Strongly Agree	Agree	Undecided	Disagree	Srongly Disagree
13. Everyone in this school takes responsibility for keeping it clean.	[ ]	[ ]	[ ]	[ ]	[ ]
14. The air smells fresh in this school.	[ ]	[ ]	[ ]	[ ]	[ ]
15. Bathroom time is strictly scheduled into the school day.	[ ]	[ ]	[ ]	[ ]	[ ]
16. Teachers in this school show a lack of respect for students.	[ ]	[ ]	[ ]	[ ]	[ ]
17. Few, if any, students fail in this school.	[ ]	[ ]	[ ]	[ ]	[ ]
18. Tardiness is a problem in this school.	[ ]	[ ]	[ ]	[ ]	[ ]
19. Students have the opportunity to talk to one another.	[ ]	[ ]	[ ]	[ ]	[ ]
20. Students are pleased when they are called upon.	[ ]	[ ]	[ ]	[ ]	[ ]
21. Teachers are difficult to talk with.	[ ]	[ ]	[ ]	[ ]	[ ]
22. School policy permits and encourages freedom of expression of students, faculty, parents and administrators.	[ ]	[ ]	[ ]	[ ]	[ ]
23. People in this school laugh a lot.	[ ]	[ ]	[ ]	[ ]	[ ]
24. Observations indicate that space is cluttered and otherwise misused.	[ ]	[ ]	[ ]	[ ]	[ ]
25. The school grounds are clean and well maintained.	[ ]	[ ]	[ ]	[ ]	[ ]
26. People in this school find ways to serve the surrounding community.	[ ]	[ ]	[ ]	[ ]	[ ]
27. There are many living green plants inside this school.	[ ]	[ ]	[ ]	[ ]	[ ]

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
28. Teachers take little or no time to talk with students about their out-of-class activities.	[ ]	[ ]	[ ]	[ ]	[ ]
29. Teachers and principals work cooperatively in this school.	[ ]	[ ]	[ ]	[ ]	[ ]
30. Teachers are generally prepared for class.	[ ]	[ ]	[ ]	[ ]	[ ]
31. The restrooms in this school clean and properly maintained.	[ ]	[ ]	[ ]	[ ]	[ ]
32. Students like to visit the school library.	[ ]	[ ]	[ ]	[ ]	[ ]
33. Teachers exhibit a sense of humour.	[ ]	[ ]	[ ]	[ ]	[ ]
34. The lunch program at this school is a pleasant addition to the school day.	[ ]	[ ]	[ ]	[ ]	[ ]
35. Grades are assigned by means of fair and comprehensive assessment of work and effort.	[ ]	[ ]	[ ]	[ ]	[ ]
36. There is a school wellness program in this school.	[ ]	[ ]	[ ]	[ ]	[ ]
37. People in this school are unpolite to one another.	[ ]	[ ]	[ ]	[ ]	[ ]
38. The library is open before and after school.	[ ]	[ ]	[ ]	[ ]	[ ]
39. The principal's office is attractive.	[ ]	[ ]	[ ]	[ ]	[ ]
40. Teachers work to encourage students' self-confidence.	[ ]	[ ]	[ ]	[ ]	[ ]
41. Teachers expect high academic performance from students.	[ ]	[ ]	[ ]	[ ]	[ ]
42. Signs posted in and around this school are positively worded.	[ ]	[ ]	[ ]	[ ]	[ ]

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
43. School programs involve out of school experience.	[ ]	[ ]	[ ]	[ ]	[ ]
44. Bulletin boards are attractive and up-to-date.	[ ]	[ ]	[ ]	[ ]	[ ]
45. The cafeteria food is unappetizing.	[ ]	[ ]	[ ]	[ ]	[ ]
46. Trash is left on school buses.	[ ]	[ ]	[ ]	[ ]	[ ]
47. Provisions are made for students of varying needs.	[ ]	[ ]	[ ]	[ ]	[ ]
48. Everyone is this school has a say in deciding school rules.	[ ]	[ ]	[ ]	[ ]	[ ]
49. All telephone calls to this school are answered promptly and politely.	[ ]	[ ]	[ ]	[ ]	[ ]
50. The principal treats people as though they are responsible.	[ ]	[ ]	[ ]	[ ]	[ ]
51. Everyone arrives on time for school.	[ ]	[ ]	[ ]	[ ]	[ ]
52. Creative thinking is encouraged in the school.	[ ]	[ ]	[ ]	[ ]	[ ]
53. Space is available for student independent study.	[ ]	[ ]	[ ]	[ ]	[ ]
54. Student discipline is approached from a positive standpoint.	[ ]	[ ]	[ ]	[ ]	[ ]
55. Fire alarm instructions are well-posted and seem reasonable.	[ ]	[ ]	[ ]	[ ]	[ ]
56. Music is played in gym class during indoor exercise period.	[ ]	[ ]	[ ]	[ ]	[ ]
57. The messages and notes sent home are positive.	[ ]	[ ]	[ ]	[ ]	[ ]
58. Teachers show insensitivity to the feelings of students.	[ ]	[ ]	[ ]	[ ]	[ ]

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
59. Teachers discuss planning and student process in teams.	[ ]	[ ]	[ ]	[ ]	[ ]
60. Students work cooperatively with each other.	[ ]	[ ]	[ ]	[ ]	[ ]
61. Teachers maintain clear and reasonable work standards.	[ ]	[ ]	[ ]	[ ]	[ ]
62. Classrooms offer a variety of furniture arrangements.	[ ]	[ ]	[ ]	[ ]	[ ]
63. People in this school <u>want</u> to be here.	[ ]	[ ]	[ ]	[ ]	[ ]
64. People often feel unwelcome when they enter the school facility.	[ ]	[ ]	[ ]	[ ]	[ ]
65. Communicating directly with this school is a difficult and time consuming task.	[ ]	[ ]	[ ]	[ ]	[ ]
66. Much of this school's correspondence is negative in tone.	[ ]	[ ]	[ ]	[ ]	[ ]
67. Corporal punishment is used to punish students.	[ ]	[ ]	[ ]	[ ]	[ ]
68. Parents feel they are not welcome in this school.	[ ]	[ ]	[ ]	[ ]	[ ]
69. People in this school try to stop vandalism when they see it happening.	[ ]	[ ]	[ ]	[ ]	[ ]
70. Salad bar/salad/fresh fruit choices are available in the cafeteria.	[ ]	[ ]	[ ]	[ ]	[ ]
71. Clocks and water fountains are in good repair.	[ ]	[ ]	[ ]	[ ]	[ ]
72. The school intercom (P.A. system) interrupts classroom learning.	[ ]	[ ]	[ ]	[ ]	[ ]

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
73. The cafeteria is an unpleasant place to each lunch.	[ ]	[ ]	[ ]	[ ]	[ ]
74. Good health practices are encouraged in the school.	[ ]	[ ]	[ ]	[ ]	[ ]
75. Few, if any, students fail in this school.	[ ]	[ ]	[ ]	[ ]	[ ]
76. Teachers appear to enjoy life.	[ ]	[ ]	[ ]	[ ]	[ ]
77. The school administrators show a strong interest in making this school inviting.	[ ]	[ ]	[ ]	[ ]	[ ]
78. Teachers use a variety of methods to help students learn.	[ ]	[ ]	[ ]	[ ]	[ ]
79. Teachers demonstrate a lack of enthusiasm about their work.	[ ]	[ ]	[ ]	[ ]	[ ]
80. The principal of this school knows the names of many students.	[ ]	[ ]	[ ]	[ ]	[ ]
81. Interruptions to classroom/ academic activities are kept to a minimum.	[ ]	[ ]	[ ]	[ ]	[ ]
82. People in this school succeed in doing what is expected of them.	[ ]	[ ]	[ ]	[ ]	[ ]
83. School pride is evident among students.	[ ]	[ ]	[ ]	[ ]	[ ]
84. Teachers share out-of-class experiences with students.	[ ]	[ ]	[ ]	[ ]	[ ]
85. This school's policy provides for guidance in academic matters and athletic activities only.	[ ]	[ ]	[ ]	[ ]	[ ]
86. Only a select few in this school are involved in making decisions.	[ ]	[ ]	[ ]	[ ]	[ ]

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
87. Daily attendance by students, staff and faculty is high.	[ ]	[ ]	[ ]	[ ]	[ ]
88. Grass, evergreens, shrubs around the school are well kept.	[ ]	[ ]	[ ]	[ ]	[ ]
89. There are comfortable chairs for visitors.	[ ]	[ ]	[ ]	[ ]	[ ]
90. Nutritious and health-promoting refreshments are served at school meetings.	[ ]	[ ]	[ ]	[ ]	[ ]
91. Teachers spend time after school with those who need extra help.	[ ]	[ ]	[ ]	[ ]	[ ]
92. The lighting in this school is more than adequate.	[ ]	[ ]	[ ]	[ ]	[ ]
93. People are ignored when they enter offices in this school.	[ ]	[ ]	[ ]	[ ]	[ ]
94. Classes get started quickly.	[ ]	[ ]	[ ]	[ ]	[ ]
95. The school sponsors extra-curricular activities beyond sports.	[ ]	[ ]	[ ]	[ ]	[ ]
96. Mini courses are available for students.	[ ]	[ ]	[ ]	[ ]	[ ]
97. People in this school feel free to disagree with one another.	[ ]	[ ]	[ ]	[ ]	[ ]
98. School buses sometimes leaves without waiting for students.	[ ]	[ ]	[ ]	[ ]	[ ]
99. People are discouraged from beginning new projects in this school.	[ ]	[ ]	[ ]	[ ]	[ ]
100. The grading practices in this school are unfair.	[ ]	[ ]	[ ]	[ ]	[ ]

4 X 4 Inviting Strategy

	People	Places	Policies	Programs
Continue				
Discontinue				
Add				
Do Not Add				

THE INVITATIONAL MODEL